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ABSTRACT

In spring 1981, Lawson State Community College (LSCC) conducted a survey of its various constituencies to determine: (1) how aware various groups were of the college and its programs; (2) their sources of information about LSCC; (3) how they ranked LSCC in comparison to two other local two-year colleges; (4) the factors they considered important to institutional evaluation; (5) their perceptions of LSCC's programs, students, facilities, faculty, and other features; and (6) local employers' evaluation of LSCC's graduates and their companies' training and personnel needs. Surveys, which were sent to 88 high school principals and counselors, 114 personnel managers, and 300 LSCC students, faculty, and staff, obtained response rates of 44%, 38%, and 40% respectively. The study revealed that for the three groups as a whole the most important dimensions of perceived image were academic standards and faculty, variety of programs and courses offered, and administration and staff. LSCC students and staff tended to have a more positive attitude toward the school than the other two groups, with personnel managers having the lowest image of the school. The study report details the survey methodology, methods of data analysis, and the validation of the institutional image scale; and describes findings with respect to the perceived importance of various criteria to image, the overall ratings of the three groups, and the relationship between awareness and image. The questionnaires are appended. (HB)

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A MODEL FOR THE EVALUATION AND ANALYSIS OF INSTITUTIONAL AWARENESS AND PERCEIVED COMPARATIVE AND SPECIFIC IMAGE IN AN COMPREHENSIVE COMMUNITY COLLEGE

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A MODEL FOR THE EVALUATION AND ANALYSIS OF INSTITUTIONAL AWARENESS AND PERCEIVED COMPARATIVE AND SPECIFIC IMAGE IN A COMPREHENSIVE COMMUNITY COLLEGE

I. ABSTRACT

This paper describes the design and implementation of a combined awareness/image study as conducted in a metropolitan community college environment which can serve as a model for the evaluation and analysis of institutional awareness and image. Using an adaptation of Rosenberg and Fishbein's theories on attitude formation, this study describes and explains various measurement scales and statistical techniques utilized in assessing general and specific awareness, and multi-dimensional aspects of institutional image as perceived by three constituent groups which are served by or interact with a college. Results of this study provide requisite, quantifiable data required for a community college to more effectively market their institution and compete for scarce resources.

II. INTRODUCTION

During the past several years, institutions of higher education have experienced the increasing need to more effectively market their programs and services in order to successfully compete for scarce human and fiscal resources. Whereas, four-year institutions have historically been more actively involved in planning for and implementing marketing and public relations programs, two-year community colleges have only recently experienced the need to more fully develop their expertise in these areas. Eventhough this need has been realized, the approach and specific target areas toward which marketing efforts should be directed have left many community colleges puzzled. In response to need, some colleges have used the shot gun approach, but with little apparent effect. Before such marketing efforts can become effective, community colleges must first analyze and evaluate institutional awareness and perceived image. Thus, the purpose of this paper is intended to present a study which can serve both as a content and procedural model by which the comprehensive community college can evaluate and analyze the level of awareness and comparative and specific image of an institution as perceived by the various constituent groups it serves and interacts with.

III. OBJECTIVES

The primary objective was the preparation and validation of a model to evaluate and analyze the institutional awareness and perceived comparative and specific image of a comprehensive community college as perceived by the various constituents it serves and has relationship with. This resulting model was designed to answer the following questions related to various aspects of institutional marketing and planning activities.

1. What degree of institutional awareness do various constituent groups of the college possess?

2. From what primary source(s) of information do the various constituent groups of the college obtain information about the college?

3. What degree of general familiarity do various constituent groups of the college have concerning various major programs of the college?

4. What are the most important criteria by which various constituent groups of the college evaluate an institution?

5. How does a college compare with its competion as perceived by various constituent groups in relation to a set of dimensional criteria?

6. How do various constituent groups of the college perceive the institution in terms of specific image?

IV. METHODOLOGY

A. Constituent Target Group Involvement

Community colleges have varying constituent groups which they serve and interact with. For the purpose of this study five target groups were considered to be important - (1) High School Principals and Counselors, (2) Employers of graduates, (3) Students and Staff of the college, (4) the General Community, and (5) Community Leaders. Although all groups were included within this original study from which this model was derived, only data representing the first three groups are included in this paper presentation.

B. Survey Instrument Derivation and Operalization of Variables

The survey instruments utilized in this study were of two primary types. The instruments used to tap the awareness and perceived comparative and specific image of the institution by both personnel managers and high school principals/counselors groups were similar, except that certain questions (supplementary information section) were added in each case to gather data used for internal purposes: These data were not, however utilized in this study.

The survey instrument used in gathering data from the students and staff of Lawson State Community College were replicative of the previously described questionnaire except that the awareness and supplementary information sections were not included.

The survey instrument utilized to gather information from the three identified target groups consisted of four major sections. The first section was intended to measure the respondents prevailing level of awareness of the college both in general and with regard to specific programs provided by the college. Furthermore, this section was intended to determine the primary sources of information from which the respondents gathered information concerning the institution. Derivation of content of this section of the instrument was institutionally generated.

The second section of the survey instrument was designed to gather data regarding the importance assigned to a 10 dimensional criteria by which an institution could be evaluated. These 10 dimensional criteria were

previously identified in both a literature review of similar studies and an experience survey with Lawson State Community College administrators and staff as key dimensional criteria of institutional image. Each of these 10 variables were measured using a 3 point Likert-type scale ranging from 0 = not important, to 2 = very important. These 10 dimensional criteria are shown in Table I.

TABLE I

KEY EVALUATIVE DIMENSIONS ON WHICH RESPONDENTS WERE ASKED TO EVALUATE AND/OR COMPARE EDUCATIONAL INSTITUTIONS

1. Faculty
2. Graduates
3. Administration and Staff
4. Campus Buildings, Grounds, and Equipment
5. Variety of Courses and Programs Offered
6. Student Body Composition
7. Student Services
8. Community Services
9. Academic Standards
10. Educational Cost (Tuition and Fees)

The second section was also designed to gather information regarding the comparative rating of Lawson State with two other competing two-year institutions in the area, based on these same 10 dimensional criteria. In this case each variable was measured using a 5-point Likert-type scale ranging from 0 = no opinion, to 4 = excellent. The results of comparative image are not included as a part of this paper, but are available upon request from the researchers.

The third section of the survey instrument was designed to measure respondents' specific perceived image of the institution on each of 48 statements designed to represent various aspects of each of the 10 previously identified dimensional criteria as explained above. These statements were derived from previous studies in institutional image and subsequently modified following the results on an experience survey of Lawson State administrators and staff in order to reflect the relevance of the present situation and particular concerns of the institution. (See Appendix C).

The fourth and final section of the survey instrument - though not presented as part of the results section of this paper - was designed to gather supplementary data from respondents for internal institutional analysis purposes only.

C. Sampling Techniques and Response Rates

The data used to answer the research questions posed by this model were generated by use of several survey procedures. The first mailing was sent to 88 principals and counselors representing all major high schools in the Greater Birmingham, Alabama area. Accompanying the questionnaire was a cover letter from the President of Lawson State Community College indicating the institution's support for the survey and requesting participation. (See Appendix A) A stamped return envelopeaddressed to the researchers was included. Approximately two weeks following the date of initial mailing, a second wave of questionnaires were sent to those individuals who had failed to respond to the initial request. Usable responses for the principals/counselors group were obtained from 39 of the 99 surveyed for a response rate of 44%.

A second mailing was sent to 114 personnel managers representing past, current, and potential employers of Lawson State Community College graduates. (See Appendix B) Guidelines for survey administration were similar to those observed in the previously described survey procedure. Usable responses for the personnel manager group were obtained from 43 of the 114 surveyed for a response rate of 38%.

A third mailing of the questionnaire was sent through institutional channels to a stratified random sample of 150 students and 150 faculty and staff of Lawson State Community College. (See Appendix B) The sample was stratified in order to insure equal representation between instructional divisions of the college as well as equal representation from various levels of the college's faculty and staff. Usable responses were obtained from 119 of the 300 subjects surveyed for a response rate of 40%.

V. THEORETICAL FRAMEWORK

In order to accomplish the objective(s) of this study, attention was focused on attitudional theory. The resultant adaptation of Roseberg (1956, 1965) and Fishbein's (1963, 1967) theories on attitude formation served as a key theoretical framework for the derviation of attitudes regarding institutional image. When these theories were applied to this study and resulting model, the adapted theory was expressed algebiacially as follows:

$$A_i = \sum_{j=1}^{N} W_j \cdot E_{ij}$$

where A_i = the individual's general attitude (perceived image) of the institution

W_j = the importance assigned to evaluative factor (dimensional criteria) j, and

E_{ij} = the individual's evaluation of institution i on evaluation factor (dimensional criteria) j.

Thus, an individul's attitude regarding the perceived image on an educational institution was expressed as a weighted sum of the individual's belief regarding the extent to which an institution possessed each of the evaluation factors (dimensional criteria) and the importance given to that evaluation factor (dimensional criteria).

A second theoretical consideration tested by this model concerned the relationship between awareness and perceived image. Simply stated, the model tested the theoretical contention that an individual's perceived image of an institution was significantly affected by that individual's prevailing level of awareness regarding an institution.

VI. DATA ANALYSIS

Several discrete statistical procedures were used in analyzing the data. In order to determine which of the 10 dimensional criteria each of the three selected target groups considered important in their evaluation of an educational institution, group means were calculated for each of the three constituent groups on each of the 10 variables included in the instrument to measure importance.

Each individual's perceived image of the college on each of the 10 dimensional criteria was formulated as:

$$A_i = W_j \cdot E_{ij}$$

where A_i = the individual's general attitude (perceived image) of the institution.

W_j = the importance assigned to evaluative factor (dimensional criteria) j, and

E_{ij} = the individual's evaluation of institution i on evaluation factor (dimensional criteria) j.

A aggerate measure of the individual's overall attitude regarding the institution was also calculated by summing across each of A_i measures. This was formulated as:

$$A_{gi} = \sum_{j=1}^{N} W_j \cdot E_{ij}$$

where A_{gi} = individual's general attitude (overall image) regarding the institution.

Group means were then calculated for each of the three constituent groups on each of the 10 dimensional criteria and the overall (aggregate) measure. Separate means comparisons were then carried out for each of the group means for each dimensional criteria to determine if different constituent groups maintained significantly different perceptions of image regarding key aspects of the institution and the institution as a whole.

The final analysis was carried out using only the data collected from the personnel managers, and the high school principals and counselors target constituent groups. A correlation analysis was then conducted within each of the two data sets and for the two target groups combined to determine the extent of the relationship between an individual's overall awareness of an institution and the individual's perceived image of the institution.

VII. VALIDATION OF INSTITUTIONAL IMAGE SCALE

The internal consistency of reliability of the 10 dimensional criteria by which institutional image can be measured was evaluated by their alpha coefficients which are summaries of the internal homogeneity among a set of items. These coefficients were calculated separately for each of the three constituent respondents groups and for the total group of respondents and are shown in Table II. In general the measurements appeared to be adequate for further analysis of the data.

Whereas, the 48-item scale utilized to measure respondent's specific image (attitudes) regarding the 10 dimensional criteria of institutional image was original in nature, it was necessary to assess the validity and reliability of the scale. In order to accomplish this, factor analysis was used to assess construct validity of the scale.

In performing the analysis, it was necessary to combine the data from all the constituent groups. A factor analysis with a varimax rotation was then performed on the data which resulted in 9 factors (statement items) with eigenualves greater than one being extracted. Taken together, these factors accounted for 84.4% of the total variation in the 48 item construct. Of the 48 original statement items in the a priori scale, 39 statement items loaded significantly on a particular factor at a cutoff of .50 or above.[1] (See Appendix C for the 39 statement scale).

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[1]Results of this analysis are omitted from this paper due to space limitations, but are available upon request from the researchers.

TABLE II

RELIABILITY COEFFICIENTS FOR IMAGE DIMENSIONAL CRITERIA
(Subgroup and Total Group Alphas)

Dimensional Creteria	Statement #5[a]	Personnel Managers Group (N=43)	Student/Staff Group (N=119)	Principals/Counselors Group (N=39)	Total Group (N=201)
1. Faculty	1-4	.839	.487	.767	.788
2. Graduates	5-8	.846	.672	.892	.854
3. Administration & Staff	9-10	.896	.566	.723	.722
4. Campus Buildings, Grounds & Equipment	11-15	.854	.808	.833	.864
5. Variety of Courses & Programs Offered	16-18	.830	.536	.826	.738
6. Student Body Composition	19-23	.905	.433	.799	.797
7. Student Services	24-25	.634	.521	.893	.792
8. Community Services	26-32	.923	.643	.921	.891
9. Academic Standards	33-36	.890	.501	.764	.669
10. Educational Costs (Tuition & Fees)	37-39	.853	.486	.699	.814

[a] Only those statement item numbers which significantly loaded on a particular factor anlaysis are included in these analyses.

VIII. RESULTS

A. Relative Importance of Dimensional Criteria

Table III provides finding showing those dimensional criteria (factors) each of the three constituent groups considered important in their overall evaluation of an educational institutional as well as the results taken as a whole for all groups. As the results show, personnel managers tended to evaluate an institution in terms of (1) their faculty, (2) the institution's academic standards, and (3) the institution's administration and staff. Students and staff of the college placed their emphasis in evaluating an institution on (1) variety of courses and programs offered, (2) the institution's academic standards, and (3) the institution's faculty and staff. High school principals and counselors evaluated an institution in terms of (1) their faculty, (2) the institution's academic standards and variety of courses and programs offered, and (3) the institution's administration and staff. For the three groups taken as a whole, the most important dimensions of perceived image were (1) academic standards and faculty, (2) variety of courses and programs offered, and (3) administration and staff.

B. Perceived Image

Table IV provides finding showing how respondents in each of the constituent groups evaluated the institution on each of the 10 dimensional criteria of perceived image. These results provide for separate means comparisons across constituent groups of each of the 10 weighted dimensional criteria (weighted by their perceived importance) and summated overall attitude score for each respondent group (calculated for each respondent by summing across each of the 10 dimensional criteria measures).

In general, these findings show Lawson State students and staff have a more positive attitude toward all aspects of the institution than do constituent in either of the other two groups. In similar fashion, principals and counselors are more postively disposed toward the institution than are personnel managers.

Such was anticipated, in that students and staff of the college would of necessity be more aware of the college and its programs than other constituent groups served by the college. Whereas, efforts during the past two years had been intensified in increasing the principals and counselors awareness of the college, little effort had been initiated with regard to employers of the college's graduates. Thus, the pre-determined premise that those more aware of the college and its programs would be more positively disposed to its position of overall evaluation was evidenced by the findings - Note overall attitude score Students and Staff of 62.96, Principals and Counselors score of 56.05, and Personnel Managers score of 34.99.

Table V provides results of a correlation analysis which investigated the relationship between awareness and perceived image. As expected based on the theoretical construct, the results indicated that the more aware an individual is of an institution the more favorably disposed he or she is toward the various aspects of the institution. These findings were particularly true with regard to the personnel managers who exhibited a strong relationship between awareness and perceived attitude (image).

TABLE III

SUB GROUP AND TOTAL GROUP MEANS OF IMPORTANCE OF DIMENSIONAL CRITERIA

Dimensional Creteria	Mean Scores[a] Personnel Managers Group (N=43)	Student/Staff Group (N=119)	Principals/Counselors Group (N=39)	Total Group (N=201)
1. Faculty	2.00	1.89	1.94	1.92
2. Graduates	1.68	1.79	1.79	1.76
3. Administration & Staff	1.80	1.77	1.89	1.80
4. Campus Buildings, Grounds & Equipment	1.34	1.64	1.69	1.59
5. Variety of Courses & Programs Offered	1.75	1.93	1.92	1.89
6. Student Body Composition	1.34	1.39	1.20	1.34
7. Student Services	1.34	1.71	1.64	1.62
8. Community Services	1.43	1.47	1.46	1.46
9. Academic Standards	1.92	1.92	1.92	1.92
10. Educational Costs (Tuition & Fees)	1.48	1.81	1.82	1.74

[a] Each variable was measured on a scale where 0 = not important, 1 = somewhat important, & 2 = very important

TABLE IV

SIGNIFICANCE TESTS OF SUB-GROUP MEANS ON DIMENSIONAL CRITERIA

Dimensional Criteria	Sub-Group Means[a]			Sub-Group Means Comparisons[b]					
	Personnel Manager Group (N=43)	Student/ Staff Group (N=119)	Principals/ Counselors Group (N=39)	Principals/Counselors vs Personnel Managers		Students/Staff vs Personnel Managers		Principals/Counselors vs Students/Staff	
				T-Value	Significance	T-Value	Significance	T-Value	Significance
1. Faculty	4.26	6.96	6.41	3.43	.001[c]	6.84	.000[c]	-1.42	.157
2. Graduates	3.73	7.31	6.15	3.61	.001[c]	8.12	.000[c]	-2.49	.014[c]
3. Administration & Staff	3.62	6.84	6.26	3.77	.000[c]	6.90	.000[c]	-1.18	.241
4. Campus Buildings, Grounds & Equipment	2.96	5.40	5.72	4.86	.000[c]	5.65	.000[c]	.69	.489
5. Variety of Courses & Programs Offered	3.66	6.31	5.66	3.14	.002[c]	7.72	.000[c]	-1.75	.082[d]
6. Student Body Composition	2.86	4.01	3.19	.70	.489	3.10	.002[c]	-2.24	.027[c]
7. Student Services	2.58	6.86	4.90	3.69	.000[c]	9.69	.000[c]	-3.93	.000[c]
8. Community Services	3.69	5.86	5.41	2.86	.005[c]	4.47	.000[c]	- .89	.377
9. Academic Standards	3.41	5.39	4.89	2.98	.004[c]	6.53	.000[c]	-1.67	.097[d]
10. Educational Costs (Tuition & Fees)	4.18	7.93	7.41	5.47	.000[c]	8.80	.000[c]	-1.31	.192
Overall Attitude[e]	34.99	62.96	56.05	4.71	.000[c]	9.66	.000[c]	-2.42	.017[c]

[a] These mean scores are calculated on measures which represent a summative index of each respondent's score on the items intended to measure each dimensional criteria, with each index being weighted by the valence (or importance) score assigned to that particular dimensional criteria by the respondent.

[b] In each case these significance values are calucated on a 2-tailed probability with 154 degrees of freedom.

[c] Significance level exceeds the .05 level.

[d] Significance level exceeds the .10 level.

[e] This measure represents an aggregative index of all ten dimensional measures.

TABLE V

CORRELATION BETWEEN RESPONDENTS' AWARENESS AND PERCEIVED SPECIFIC IMAGE REGARDING DIMENSIONAL CRITERIA [a]

Dimensional Criteria[b]	Groups[c] Personnel Managers (N=43)	Principals/Counselors (N=39)	Total (N=82)
1. Faculty	.509[d]	.405[d]	.521[d]
2. Graduates	.504[d]	.327[e]	.485[d]
3. Administrative & Staff	.376[d]	.318[e]	.414[d]
4. Campus Building, Grounds & Equipment	.546[d]	.358[e]	.531[d]
5. Variety of Courses & Program Offered	.432[d]	.314[e]	.430[d]
6. Student Body Composition	.299[e]	.068	.219[e]
7. Student Services	.443[d]	.159	.321[e]
8. Community Services	.620[d]	.158	.451[d]
9. Academic Standards	.517[d]	.390[d]	.575[d]
10. Educational Costs (Tuition & Fees)	.330[e]	.044	.384[d]
Overall Attitude[f]	.578[d]	.248	.552[d]

[a] Only two of the three participating groups are included in this stage of the analysis - Principals/Counselors and Personnel Managers.

[b] These measures represent a summative index of the respondents' scores on those items intended to measure each dimensional criteria; each index being weighted by the valence (or importance) score assigned to that particular dimensional criteria by the respondent.

[c] Product moment correlations between the attitude score and perceived awareness.

[d] Coefficient significant at .001 level.

[e] Coefficient significant at .05 level.

[f] This measures represents an aggregative index of all Dimensional Criteria measures.

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IX. CONCLUSIONS

From a theoretical perspective, this model provides for a more rigorous assessment of a multiplicative approach to the assessment of attitudinal image as it relates to the comprehensive community college. From the perspective of practical application, this model (1) provides for the validated content and procedure by which institutional awareness and image can be evaluated and analyzed, (2) provided for the needed data by which a plan of marketing for a community college can be targeted to address the specific areas of concern as expressed by various constituent groups, and thus either strenghten or encourage their support, and (3) serves to improve the efficiency and effectiveness of current community college marketing and public relations efforts in providing for documented persuasive evidence required for the development of strategies for funding of institutional programs and needs.

APPENDIX A

PRINCIPAL/COUNSELOR AND LAWSON STATE STUDENT, FACULTY, STAFF AND ADMINISTRATOR - COVER LETTERS AND QUESTIONNAIRES

LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

April 24, 1981

OFFICE OF THE PRESIDENT

Dear Principal:

Lawson State Community College is constantly seeking to better serve the high schools and graduates of those high schools in the greater Birmingham Area. In an effort to accomplish this I sincerely request your help. Enclosed is a questionnaire which will assist our institution in gathering information to be of greater service and benefit to you and your graduates. Your honest responses to this questionnaire would be most appreciated and will be kept in the strictest of confidence.

For your convenience you will find a self-addressed stamped envelope in which to return the completed questionnaire. (Questionnaire should be returned to: Survey Research Associates, Box 2815, Tuscaloosa, Alabama 35206).

I thank you in advance for your time in completing this questionnaire as I look forward to serving you and your graduates more effectively.

Very truly yours,

Jesse J. Lewis,
President

JJL/ec

Enclosures

LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

April 24, 1981

OFFICE OF THE PRESIDENT

Dear Counselor:

Lawson State Community College is constantly seeking to better serve the high schools and graduates of those high schools in the greater Birmingham Area. In an effort to accomplish this I sincerely request your help. Enclosed is a questionnaire which will assist our institution in gathering information to be of greater service and benefit to you and your graduates. Your honest responses to this questionnaire would be most appreciated and will be kept in the strictest of confidence.

For your convenience you will find a self-addressed stamped envelope in which to return the completed questionnaire. (Questionnaire should be returned to: Survey Research Associates, Box 2815, Tuscaloosa, Alabama 35206).

I thank you in advance for your time in completing this questionnaire as I look forward to serving you and your graduates more effectively.

Very truly yours,

Jesse J. Lewis
President

JJL/ec

Enclosures

LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

OFFICE OF THE PRESIDENT

May 4, 1981

Dear Lawson State Student:

In an effort to continue to make improvements to our institution, I need your assistance. Enclosed is a questionnaire which I sincerely hope you will take the time to respond to as honestly as you can. Your responses to this questionnaire will be used to further develop our institution and make it a better institution for the community which we serve. Your responses will be kept in the strictest of confidence.

For your convenience you will find a self addressed stamped envelope in which to return the completed questionnaire. Please return the completed questionnaire in the enclosed envelope no later than May 15, 1981 to: Survey Research Associates, Box 2815, Tuscaloosa, Alabama 35206.

I thank you in advance for your time, interest, and support of our institution.

Very truly yours,

Jesse J. Lewis

JJL/ec

Enclosures

LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

OFFICE OF THE PRESIDENT

May 4, 1981

M E M O R A N D U M

TO: ALL FACULTY, ADMINISTRATORS, AND STAFF

FROM: Jesse J. Lewis, President

SUBJECT: Institutional Image Questionnaire

In an effort to better understand the overall image of Lawson State Community College an Institutional Image Study was initiated April 1, 1981. You are one out of five target groups of respondents in this study which is to be completed by June 15, 1981. Attached is a questionnaire which I hope you will take the time to complete. Your honest responses are requested and will be kept in the strictest of confidence.

This questionnaire should be completed and returned in the enclosed envelope no later than May 15, 1981 to: Survey Research Associates, Box 2815, Tuscaloosa, Alabama 35401

I thank you in advance for your cooperation in participating in this very important study.

LAWSON STATE COMMUNITY COLLEGE

INFORMATION SURVEY

PART I

GENERAL AWARENESS

INSTRUCTIONS: In this part of the questionnaire we are interested in determining to what extent you are familiar with Lawson State Community College and the various programs it offers to the Birmingham community. Please check the appropriate response or provide the requested information.

1. To what extent are you familiar with Lawson State Community College in general?

_____Very familiar _____Somewhat familiar _____Not familiar

2. From what source(s) do you gather information concerning Lawson State College- its programs, administration, students, etc.?

_____Television _____Newspapers

_____Friends and associates _____ Other (please specify)

_____ Lawson State instructional personnel (faculty, staff, administration) _____

_____ Lawson State students _____

Listed below are several elements relating to Lawson State Community College. For each of the elements listed, circle the response which best indicates your familiarity with that element.

	Not familiar	Somewhat familiar	Very familiar	LAWSON STATE'S:
3.	0	1	2	Geographical location
4.	0	1	2	Vocational/technical training program
5.	0	1	2	Remedial education program
6.	0	1	2	Continuing education program
7.	0	1	2	College transfer program

PART II
COMPARATIVE IMAGE

INSTRUCTIONS: In this part of the questionnaire we want you to rate each of the 2-year colleges listed below on each of several general evaluative factors. For each of the institutions listed, indicate your own personal feelings concerning how the institution rates on each factor using the following scale:

4= EXCELLENT 3= GOOD 2= AVERAGE 1= POOR 0= NO OPINION

Signify your response by inserting the appropriate number in the box provided.

Evaluative Factors	BESSEMER STATE TECHNICAL COLLEGE	LAWSON STATE COMMUNITY COLLEGE	JEFFERSON STATE JUNIOR COLLEGE
1. Faculty	( )	( )	( )
2. Graduates	( )	( )	( )
3. Administration & Staff	( )	( )	( )
4. Campus Buildings, Grounds, and Equipment	( )	( )	( )
5. Variety of Courses & Programs Offered	( )	( )	( )
6. Student Body Composition	( )	( )	( )
7. Student Services	( )	( )	( )
8. Community Services	( )	( )	( )
9. Academic Standards	( )	( )	( )
10. Educational Costs (Tuition and Fees)	( )	( )	( )

INSTRUCTIONS: Below are listed several factors which an individual might consider important in evaluating a college or university program. For each of the factors listed, indicate how important you feel that factor is in your own personal evaluation.

	Very Important	Somewhat Important	Not Important
11. Faculty	( )	( )	( )
12. Graduates	( )	( )	( )
13. Administration & Staff	( )	( )	( )
14. Campus Buildings, Grounds, and Equipment	( )	( )	( )

	Very Important	Somewhat Important	Not Important
15. Variety of Courses & Programs Offered	( )	( )	( )
16. Student Body Composition	( )	( )	( )
17. Student Services	( )	( )	( )
18. Community Services	( )	( )	( )
19. Academic Standards	( )	( )	( )
20. Educational Costs (Tuition & Fees)	( )	( )	( )

PART III
SPECIFIC IMAGE

INSTRUCTIONS: This part of the questionnaire concerns your feelings and attitudes regarding Lawson State Community College - its programs, students, campus facilities, faculty, and other key evaluative aspects. Please read each statement carefully, then indicate your feelings by checking the appropriate response. If you have no opinion about a particular statement, mark the box so indicated.

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
1. Keeps its buildings, grounds, and equipment clean, neat, and in good state of repair.	( )	( )	( )	( )	( )	( )
2. Has an alert and enthusiastic administration.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
3. Needs to enroll more male students.	( )	( )	( )	( )	( )	( )
4. Has quite a bit of trouble with its students as far as conduct is concerned.	( )	( )	( )	( )	( )	( )
5. Has faculty members who take real pride in being a member of Lawson State program.	( )	( )	( )	( )	( )	( )
6. Has many outstanding graduates who are generally well-respected in the community.	( )	( )	( )	( )	( )	( )
7. Grants degrees and certificates which carry less prestiage than do those from other two-year colleges in the Birmingham area.	( )	( )	( )	( )	( )	( )
8. Has faculty members with radical ideas.	( )	( )	( )	( )	( )	( )
9. Has a large percentage of students who would receive failing grades at other colleges.	( )	( )	( )	( )	( )	( )
10. Provides a positive impact on the overall community image of Birmingahm and Jefferson County.	( )	( )	( )	( )	( )	( )
11. Is an economical college to attend.	( )	( )	( )	( )	( )	( )
12. Has students who generally have high moral standards.	( )	( )	( )	( )	( )	( )
13. Has an attractive and well-kept campus.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
14. Has many students who are working their way through college.	( )	( )	( )	( )	( )	( )
15. Has students who take real pride in their college.	( )	( )	( )	( )	( )	( )
16. Is a good school for a Birmingham resident to attend because it is close to home.	( )	( )	( )	( )	( )	( )
17. Appears to be growing faster than other 2-year colleges in the area.	( )	( )	( )	( )	( )	( )
18. Has graduates who are as professionally capable upon graduation as are graduates of other colleges in Alabama.	( )	( )	( )	( )	( )	( )
19. Is a college in which it is fairly easy to adjust from high school to college.	( )	( )	( )	( )	( )	( )
20. Has high academic standards.	( )	( )	( )	( )	( )	( )
21. Has adequate academic buildings and equipment.	( )	( )	( )	( )	( )	( )
22. Needs to enroll more non-black students.	( )	( )	( )	( )	( )	( )
23. Is often recommended by friends as a good educational institution.	( )	( )	( )	( )	( )	( )
24. Campus environment gives feeling of security and well being.	( )	( )	( )	( )	( )	( )
25. Provides courses in a variety of interesting subject areas.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
26. Has graduates who are loyal to Lawson State.	( )	( )	( )	( )	( )	( )
27. Has a well qualified and experienced faculty known for their expertise in their respective fields.	( )	( )	( )	( )	( )	( )
28. Provides effective counseling and advertisement services of students and community participants.	( )	( )	( )	( )	( )	( )
29. Is accessible from most communities in the Birmingham/Jefferson County area.	( )	( )	( )	( )	( )	( )
30. Is known and respected as a leader among 2-year colleges in the State.	( )	( )	( )	( )	( )	( )
31. Is a good school for students with average ability.	( )	( )	( )	( )	( )	( )
32. Has too many students who are supported by state and federal financial grants and loans.	( )	( )	( )	( )	( )	( )
33. Provides more than adequate security on campus for students, faculty, and visitors.	( )	( )	( )	( )	( )	( )
34. Has faculty and staff members who take a sincere and personal interest in the individual student.	( )	( )	( )	( )	( )	( )
35. Has graduates who have an excellent opportunity to go on to 4-year universities or professional schools.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
36. Is a privately-supported college.	( )	( )	( )	( )	( )	( )
37. Is relatively inexpensive to attend in comparison with many college in the area.	( )	( )	( )	( )	( )	( )
38. Provides opportunities for members of the community to participate in the overall life and development of the college.	( )	( )	( )	( )	( )	( )
39. Provides student services programs that assist students in adjusting to and succeeding in college study.	( )	( )	( )	( )	( )	( )
40. I would attend this college if they offered courses and programs that would serve my needs.	( )	( )	( )	( )	( )	( )
41. Provides opportunities for those who work to take advantage of a college education.	( )	( )	( )	( )	( )	( )
42. Is involved with the concerns of the community and adjusts its programs accordingly.	( )	( )	( )	( )	( )	( )
43. Provides students who complete a program of study with a saleable skill.	( )	( )	( )	( )	( )	( )
44. Should offer a broader selection of courses and programs of study.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
45. Responds in appropriate way to the needs of the community through community assistance and advocacy programs.	( )	( )	( )	( )	( )	( )
46. Provides opportunities for academic success for poorly prepared students.	( )	( )	( )	( )	( )	( )
47. The college is administered in a cost effective and an accountable manner.	( )	( )	( )	( )	( )	( )
48. Provides educational programs and training that are responsive to the varying needs of business industry and government.	( )	( )	( )	( )	( )	( )

APPENDIX B

PERSONNEL MANAGERS - COVER LETTER AND QUESTIONNAIRE

LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

April 24, 1981

OFFICE OF THE PRESIDENT

Dear Personnel Administrator:

Lawson State Community College is constantly seeking to better serve the business and industrial community of Birmingham and Jefferson County in new and more productive ways. In an effort to accomplish this I sincerely request your help. Enclosed is a questionnaire which will assist our institution in gathering information to be of greater service and benefit to your organization. Your honest responses to this questionnaire would be most appreciated and will be kept in the strictest of confidence.

For your convenience you will find a self-addressed stamped envelope in which to return the completed questionnaire. (Questionnaire should be returned to: Survey Research Associates, Box 2815, Tuscaloosa, Alabama 35406).

I thank you in advance for your time in completing this questionnaire as I look forward to serving your organization more effectively.

Very truly yours,

Jesse J. Lewis,
President

JJL/ec

Enclosures

LAWSON STATE COMMUNITY COLLEGE

INFORMATION SURVEY

PART I

GENERAL AWARENESS

INSTRUCTIONS: In this part of the questionnaire we are interested in determining to what extent you are familiar with Lawson State Community College and the various programs it offers to the Birmingham community. Please check the appropriate response or provide the requested information.

1. To what extent are you familiar with Lawson State Community College in general?

_____Very familiar _____Somewhat familiar _____Not familiar

2. From what source(s) do you gather information concerning Lawson State College- its programs, administration, students, etc.?

_____Television

_____Friends and associates

_____ Lawson State instructional personnel (faculty, staff, administration)

_____ Lawson State students

_____Newspapers

_____ Other (please specify)

_____

_____

Listed below are several elements relating to Lawson State Community College. For each of the elements listed, circle the response which best indicates your familiarity with that element.

	Not familiar	Somewhat familiar	Very familiar	LAWSON STATE'S:
3.	0	1	2	Geographical location
4.	0	1	2	Vocational/technical training program
5.	0	1	2	Remedial education program
6.	0	1	2	Continuing education program
7.	0	1	2	College transfer program

PART II
COMPARATIVE IMAGE

INSTRUCTIONS: In this part of the questionnaire we want you to rate each of the 2-year colleges listed below on each of several general evaluative factors. For each of the institutions listed, indicate your own personal feelings concerning how the institution rates on each factor using the following scale:

4= EXCELLENT 3= GOOD 2= AVERAGE 1= POOR 0= NO OPINION

Signify your response by inserting the appropriate number in the box provided.

Evaluative Factors	BESSEMER STATE TECHNICAL COLLEGE	LAWSON STATE COMMUNITY COLLEGE	JEFFERSON STATE JUNIOR COLLEGE
1. Faculty	( )	( )	( )
2. Graduates	( )	( )	( )
3. Administration & Staff	( )	( )	( )
4. Campus Buildings, Grounds, and Equipment	( )	( )	( )
5. Variety of Courses & Programs Offered	( )	( )	( )
6. Student Body Composition	( )	( )	( )
7. Student Services	( )	( )	( )
8. Community Services	( )	( )	( )
9. Academic Standards	( )	( )	( )
10. Educational Costs (Tuition and Fees)	( )	( )	( )

INSTRUCTIONS: Below are listed several factors which an individual might consider important in evaluating a college or university program. For each of the factors listed, indicate how important you feel that factor is in your own personal evaluation.

	Very Important	Somewhat Important	Not Important
11. Faculty	( )	( )	( )
12. Graduates	( )	( )	( )
13. Administration & Staff	( )	( )	( )
14. Campus Buildings, Grounds, and Equipment	( )	( )	( )

	Very Important	Somewhat Important	Not Important
15. Variety of Courses & Programs Offered	( )	( )	( )
16. Student Body Composition	( )	( )	( )
17. Student Services	( )	( )	( )
18. Community Services	( )	( )	( )
19. Academic Standards	( )	( )	( )
20. Educational Costs (Tuition & Fees)	( )	( )	( )

PART III
SPECIFIC IMAGE

INSTRUCTIONS: This part of the questionnaire concerns your feelings and attitudes regarding Lawson State Community College - its programs, students, campus facilities, faculty, and other key evaluative aspects. Please read each statement carefully, then indicate your feelings by checking the appropriate response. If you have no opinion about a particular statement, mark the box so indicated.

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
1. Keeps its buildings, grounds, and equipment clean, neat, and in good state of repair.	( )	( )	( )	( )	( )	( )
2. Has an alert and enthusiastic administration.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
3. Needs to enroll more male students.	( )	( )	( )	( )	( )	( )
4. Has quite a bit of trouble with its students as far as conduct is concerned.	( )	( )	( )	( )	( )	( )
5. Has faculty members who take real pride in being a member of Lawson State program.	( )	( )	( )	( )	( )	( )
6. Has many outstanding graduates who are generally well-respected in the community.	( )	( )	( )	( )	( )	( )
7. Grants degrees and certificates which carry less prestiage than do those from other two-year colleges in the Birmingham area.	( )	( )	( )	( )	( )	( )
8. Has faculty members with radical ideas.	( )	( )	( )	( )	( )	( )
9. Has a large percentage of students who would receive failing grades at other colleges.	( )	( )	( )	( )	( )	( )
10. Provides a positive impact on the overall community image of Birmingahm and Jefferson County.	( )	( )	( )	( )	( )	( )
11. Is an economical college to attend.	( )	( )	( )	( )	( )	( )
12. Has students who generally have high moral standards.	( )	( )	( )	( )	( )	( )
13. Has an attractive and well-kept campus.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
14. Has many students who are working their way through college.	( )	( )	( )	( )	( )	( )
15. Has students who take real pride in their college.	( )	( )	( )	( )	( )	( )
16. Is a good school for a Birmingham resident to attend because it is close to home.	( )	( )	( )	( )	( )	( )
17. Appears to be growing faster than other 2-year colleges in the area.	( )	( )	( )	( )	( )	( )
18. Has graduates who are as professionally capable upon graduation as are graduates of other colleges in Alabama.	( )	( )	( )	( )	( )	( )
19. Is a college in which it is fairly easy to adjust from high school to college.	( )	( )	( )	( )	( )	( )
20. Has high academic standards.	( )	( )	( )	( )	( )	( )
21. Has adequate academic buildings and equipment.	( )	( )	( )	( )	( )	( )
22. Needs to enroll more non-black students.	( )	( )	( )	( )	( )	( )
23. Is often recommended by friends as a good educational institution.	( )	( )	( )	( )	( )	( )
24. Campus environment gives feeling of security and well being.	( )	( )	( )	( )	( )	( )
25. Provides courses in a variety of interesting subject areas.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
26. Has graduates who are loyal to Lawson State.	( )	( )	( )	( )	( )	( )
27. Has a well qualified and experienced faculty known for their expertise in their respective fields.	( )	( )	( )	( )	( )	( )
28. Provides effective counseling and advertisement services of students and community participants.	( )	( )	( )	( )	( )	( )
29. Is accessible from most communities in the Birmingham/Jefferson County area.	( )	( )	( )	( )	( )	( )
30. Is known and respected as a leader among 2-year colleges in the State.	( )	( )	( )	( )	( )	( )
31. Is a good school for students with average ability.	( )	( )	( )	( )	( )	( )
32. Has too many students who are supported by state and federal financial grants and loans.	( )	( )	( )	( )	( )	( )
33. Provides more than adequate security on campus for students, faculty, and visitors.	( )	( )	( )	( )	( )	( )
34. Has faculty and staff members who take a sincere and personal interest in the individual student.	( )	( )	( )	( )	( )	( )
35. Has graduates who have an excellent opportunity to go on to 4-year universities or professional schools.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
36. Is a privately-supported college.	( )	( )	( )	( )	( )	( )
37. Is relatively inexpensive to attend in comparison with many college in the area.	( )	( )	( )	( )	( )	( )
38. Provides opportunities for members of the community to participate in the overall life and development of the college.	( )	( )	( )	( )	( )	( )
39. Provides student services programs that assist students in adjusting to and succeeding in college study.	( )	( )	( )	( )	( )	( )
40. I would attend this college if they offered courses and programs that would serve my needs.	( )	( )	( )	( )	( )	( )
41. Provides opportunities for those who work to take advantage of a college education.	( )	( )	( )	( )	( )	( )
42. Is involved with the concerns of the community and adjusts its programs accordingly.	( )	( )	( )	( )	( )	( )
43. Provides students who complete a program of study with a saleable skill.	( )	( )	( )	( )	( )	( )
44. Should offer a broader selection of courses and programs of study.	( )	( )	( )	( )	( )	( )

LAWSON STATE COMMUNITY COLLEGE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
45. Responds in appropriate way to the needs of the community through community assistance and advocacy programs.	( )	( )	( )	( )	( )	( )
46. Provides opportunities for academic success for poorly prepared students.	( )	( )	( )	( )	( )	( )
47. The college is administered in a cost effective and an accountable manner.	( )	( )	( )	( )	( )	( )
48. Provides educational programs and training that are responsive to the varying needs of business industry and government.	( )	( )	( )	( )	( )	( )

PART IV
GENERAL INFORMATION

INSTRUCTIONS: The final section of the questionnaire is intended to gather information concerning your organization's past and present experience with Lawson State Community College- its graduates, programs, etc. Please check the appropriate response or provide the requested information.

Section A

In general, employees within my organization who have received all or part of their educational training and preparation at Lawson State Community College can be described as:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
1. Productive employees	( )	( )	( )	( )	( )	( )
2. Needing additional training in specific job skills	( )	( )	( )	( )	( )	( )
3. Punctual in reporting to work	( )	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
4. Skilled in their respective trade.	( )	( )	( )	( )	( )	( )
5. Able to follow instructions well.	( )	( )	( )	( )	( )	( )
6. Able to get along with co-workers and supervisors.	( )	( )	( )	( )	( )	( )
7. An asset to my organization.	( )	( )	( )	( )	( )	( )
8. Knowledgeable in their area of responsibility.	( )	( )	( )	( )	( )	( )
9. Having inappropriate job skills.	( )	( )	( )	( )	( )	( )
10. Needing more general education.	( )	( )	( )	( )	( )	( )
11. Being able to communicate through written communication.	( )	( )	( )	( )	( )	( )

Section B

At present, Lawson State Community College has the capacity to provide advanced education and training opportunity for specific groups of your employees in a number of vocational/technical and remedial education areas. Please check those areas listed below which best represent your organization's particular needs or interests.

1. ____	Secretarial/clerical	9. ____	Applied math	17. ____	Finance	25. ____	Economics
2. ____	Insurance	10. ____	Nursing	18. ____	Sociology	26. ____	Media technology
3. ____	Chemistry	11. ____	Masonry	19. ____	Plumbing	27. ____	Carpentry
4. ____	Drafting	12. ____	Data processing	20. ____	Biology	28. ____	Marketing
5. ____	Accounting	13. ____	Engineering	21. ____	Psychology	29. ____	Finance
6. ____	Advertising	14. ____	Barbering	22. ____	Cosmetology	30. ____	Health care
7. ____	Political science	15. ____	Management	23. ____	Physics	31. ____	Sociology
8. ____	Communication skills	16. ____	Foreign language	24. ____	HPR	32. ____	Commercial sewing

33.___ Electricity

34.___ Appliance repair

35.___ Auto body technology

36.___ Fabric maintenance services

37.___ Commercial foods preparation

38. Of the areas listed above, which are the most important in terms of further training of personnel within your own organization?

Priority 1 _____

Priority 2 _____

Priority 3 _____

39. Many organizations are presently experiencing difficulty in recruiting and keeping technical specialists. If this is a problem for your organization, please indicate what type(s) of specialists you are presently seeking (or will be seeking in the near future). Please be specific.

_____

_____

_____

40. Please list those particular competencies and/or skills that you look for in selecting individuals to fill the technical positions described above (Question #39).

_____

_____

_____

41. What interest does your organization have in hiring additional personnel that have been provided educational and/or training opportunities at Lawson State Community College?

_____ Very interested _____ Somewhat interested _____ Not interested

42. Would you or other members of your organization be interested in participating as a member of our advisory board (Associate of Applied Science Degree Program or Technical Certificate Program)?

_____ Yes _____ No

APPENDIX C

STATEMENT ITEMS USED TO MEASURE RESPONDENT'S SPECIFIC IMAGE OF THE INSTITUTION[a]

Dimensional Criteria [b]	Statement Items
A. Faculty	1. Has faculty members who take real pride in being a member of the Lawson State Program. 2. Has faculty members with radical ideas.[c] 3. Has a well-qualified and experienced faculty known for their expertise in their respective fields. 4. Has faculty and staff members who take a sincere and personal interest in the individual student
B. Gradutes	5. Has many outstanding graduates who are generally well respected in the community. 6. Has graduates who are as professionally capable upon graduation as are graduates of other colleges in Alabama. 7. Has graduates who are loyal to Lawson State. 8. Has garduates who have an excellent opportunity to go on to 4-year universities or professional schools.
C. Administration and Staff	9. Has an alert and enthusiatic administration. 10. The college is administered in a cost effective and an accountable manner.
D. Campus Buildings, Grounds and Equipment	11. Keeps its buildings, grounds, and equipment clean, neat, and in good state of repair. 12. Has an attractive and well kept campus. 13. Has adequate academic buildings and equipment. 14. Campus environment gives feeling of security and well being. 15. Provides more than adequate security on campus for students, faculty, and visitors.
E. Variety of Courses and Programs Offered	16. Provides courses in a variety of interesting subject areas 17. Provides students who complete a program of study with a saleable skill. 18. Should offer a broader selection of courses and programs of study.[c]

Dimensional Criteria [b]	Statement Items
F. Student Body Composition	19. Needs to enroll more male students. [c] 20. Has students who take real pride in their college. 21. Needs to enroll more non-black students.[c] 22. Has students who generally have high moral standards. 23. Has too many students who are supported by state and federal financial grants and loans. [c]
G. Student Services	24. Provides effective counseling and advisement services for student and community participants. 25. Provides student service programs that assist students in adjusting to and succeeding in college study.
H. Community Services	26. Provides a positive impact on the overall community image of Birmingham and Jefferson County. 27. Is accessible from most communities in the Birmingham/Jefferson County area. 28. Provides opportunities for members of the community to participate in the overall life and development of the college. 29. Provides opportunities for those who work to take advantage of a college education. 30. Is involved with the concerns of the community and adjusts its programs accordingly. 31. Provides educational programs and training that are responsive to the varying needs of business, industry, and government. 32. Responds in appropriate ways to the needs of the community through community assistance and advocacy programs.
I. Academic Standards	33. Grants degrees and certificates which carry less pestiage than do those from other two-year colleges in the Birmingham area.[c] 34. Has a large percentage of students who would receive failing grades at other colleges.[c] 35. Has high academic standards. 36. Is known and respected as a leader among 2-year colleges in the State.

Dimensional Criteria [b]	Statement Items
J. Educational Cost (Tuition and Fees)	37. Is an economical college to attend. 38. Is a good school for a Birmingham resident to attend because it is close to home. 39. Is relatively inexpensive to attend in comparison with many colleges in the area.

[a] The original listing of statement items included in the test instrument contained 48 statement items. This 39 statement item scale includes only those items which loaded significantly (at a cutoff of .50) on a particular factor in the factor analysis. The remaining 9 items were deleted from the scale prior to further analysis.

[b] A factor analysis with a varimax rotation of the 48 scale resulted in 9 factors being exitacted with eigenualves greater than one. Taken together these factors accounted for 84.4% of the total variation between the items. This derived factor structure was consistent with the oprior 10 dimensional respesentation of the image construct.

[c] This items scoring was reversed prior to further analysis.

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